

# Induction Policy 2020-21

The Leys Primary and Nursery School is committed to safeguarding and promoting the welfare of the children in its care and adults who are employed by the school. The induction programme is a vital process that is undertaken to support new employees, volunteers and students. The programme is designed to help new employees, volunteers (see policy) and students to become familiar with the requirements of their position, and learn about the school, culture, ethos and working practices effectively so that they become efficient, knowledgeable and confident and as quickly as possible.

## The aims of this policy:

The Induction Policy and the Induction Procedures aim to provide all newly appointed staff, and those changing role, with a programme of structured support and guidance appropriate to their role to enable them to:

- integrate successfully into the school or new role;
- consolidate their performance
- gain experience and develop professional expertise
- fulfil their job description successfully
- have opportunities for observation and discussion of their work with leader/line manager to discuss any areas of development and identify professional development needs
- identify their potential for career development and take advantage of opportunities for CPD
- provide child protection training and assess its effectiveness
- enable the colleague to contribute to improving and developing the overall effectiveness of the school, raising pupil attainment, and meeting the needs of pupils, parents and the wider community
- ensure that all staff and volunteers have a Code of Conduct understand what is expected of them and understand support available to achieve those expectations.

## **The Induction Programme will include:**

- an induction checklist of policies, procedures and training to be covered
- details of help and support available, mentoring and shadowing if appropriate
- familiarisation of the work environment.

## All Staff

All new staff should be given appropriate induction advice, training and resources.

This should include:

- Staff Handbook and School Prospectus, including the school vision, values and aims
- Access to Policy documents including Code of Conduct
- Class list, Class profile and Class Box

- Year group schemes of work
- Assessment advice, recording, reporting, resources and procedures
- Child Protection procedures and safeguarding responsibilities
- Information on whole school and year group resources, including ICT
- Timetables and PPA arrangements
- SEND information and handbook, including Speech Language and Communication and Dyslexia Friendly strategies; SEND resources
- Roles and Responsibilities of all staff
- Educational Visits Policy
- Staffing structure
- Outline of Hertfordshire Steps core principles
- The opportunity to work shadow the existing post holder or person undertaking a similar job where possible
- Health and Safety
- Information on training opportunities

All staff will have a team leader to provide advice and support on a daily basis. The line manager/team leader will ensure new staff are given a guided tour of the school, identifying locations of resources, procedures, staff and other relevant information.

New staff can approach the Head Teacher to discuss additional training needs and difficulties they may be experiencing, in addition to Performance Management procedures.

Informal discussions with the line manager/team leader will be held to identify and resolve any concerns.

### **Newly Qualified Teacher's (NQTs)**

**See 'Induction for newly qualified teachers (England) DfE Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies. Revised October 2014'**

Induction for newly qualified teachers will be provided, following guidance from the DfE and the LA taking account of proposals to use individual Career Entry Profiles. Induction advice and resources will be provided as for all teaching staff.

NQT's induction should

1. match particular development needs, identified during training
2. provide appropriate development related to the teacher's strengths
3. identify targets to be achieved for the first year of teaching
4. provide opportunities for the teacher and mentor to record agreed targets and an action plan for their achievement, linking the teacher's needs with the School Strategic Plan and targets.

All NQTs take part in an induction-training programme arranged by the LA. This programme may include: opportunities to visit schools to observe good practice; a planned programme of training for curriculum, classroom management and personal development; regular discussions with experienced teachers involved in the programme.

NQTs are allocated a mentor for day-to-day advice and support. NQTs teach 90% of the normal teaching day. NQTs take part in the normal monitoring procedures and are provided with feedback to support assessment and development of the new teacher's practice. Additional supportive observation and feedback is provided by senior staff. The Headteacher is available to discuss any additional training needs and difficulties that may be experienced. NQTs are not expected to take lead responsibility for a curriculum area.

### **Administrative Staff**

The School Business Manager is responsible for the appropriate induction advice and training for administrative staff. Induction information should also include:

1. Training to implement IT programmes and school administrative procedures
2. Access (including log in) to confidential information, where appropriate, on children, staff and resources

### **Premises staff**

**The School Business Manager, is responsible for the induction of the Premises manager and contractors.** Induction information should also include:

1. Health and Safety and Security issues
2. Relevant information to help them carry out their job description effectively including guidance on safe use of chemicals and cleaning products and equipment

### **Supply Staff**

**The Team leader will be responsible for the induction of Supply teachers**

Supply staff should be welcomed by a member of the Administration team. Their photographic identity will be verified and they will be issued with the appropriate visitor badge.

They will receive, on the first visit, a handout 'Information for Supply Teachers' which will detail:

1. the School day and expectations.
2. procedures for safeguarding, and health and safety, and evacuation procedures.
3. information about the class, including medical health care plans,
4. Dyslexia Friendly flier

The Supply teacher will be advised if there is to be a fire alarm test and will be asked to make themselves familiar with the escape route in the classroom they will be working in. They will also be shown the staffroom.

### **Mealtime Supervisors**

**The Senior Lunchtime Manager is responsible for the induction of lunchtime staff.** A named mentor will be provided to give support with daily practice and training. Induction should also include:

- First Aid, security and pupil wellbeing, behaviour and anti-bullying policies and procedures

### **Governors**

**The Chair of Governors is responsible for the induction of Governors**

See Governor Induction Pack

### **Volunteers** - see Volunteer policy

Our Assistant Headteacher is responsible for the induction of parent helpers/volunteers. The programme will include:

- Completion of the DBS process/Safeguarding training
- Guided tour around the school with an opportunity to meet the designated class teacher and class
- Training in the use of the photocopier, laminator where appropriate
- Child protection/Safeguarding Policy and Procedure
- Health and Safety Policy/Guidance
- Fire Safety
- E Safety

### Dyslexia Friendly School

The Leys Primary and Nursery School is an inclusive school and has held the British Dyslexia Association quality mark. We continue to train and support staff to identify and respond to the difficulties that a dyslexic learner may encounter. We have a zero tolerance of failure and believe if a child cannot learn the way we teach, then we must teach them in a way that enables them to learn. We recognise that a multi-sensory approach to teaching and dyslexia friendly classrooms promote positive and effective learning for all pupils, and that strategies that support dyslexic pupils are good for all children.

Classrooms support dyslexic learners by providing a stimulating environment that reflects the topics being studied and key vocabulary is clearly displayed. Staff use coloured backgrounds on Smartboards and dyslexia friendly fonts. Children have access to a variety of visual resources to support their learning including, high frequency words, alphabets, visual timetables and number lines. Staff are creative about how children record their work, sometimes using computers, timelines, diagrams, pictures or a scribe. We work hard to ensure that all children achieve and feel successful and that all children's strengths and talents are recognised and celebrated.

**Dissemination** The Headteacher is to ensure all contents of this policy are included during induction of all new staff. Where appropriate, staff must sign to say that they have read and understand the contents of this policy.

AGREED September 2020
Signed: Headteacher

INDUCTION CHECKLIST: All staff	SIGN
<b>BEFORE START DATE</b>	
<ul style="list-style-type: none"> <li>Accept job offer in writing</li> </ul>	
<ul style="list-style-type: none"> <li>Complete new starter forms</li> </ul>	
<ul style="list-style-type: none"> <li>Sign application form</li> </ul>	
<ul style="list-style-type: none"> <li>Qualification check</li> </ul>	
<ul style="list-style-type: none"> <li>Complete DBS checks/Occupational Health</li> </ul>	
<ul style="list-style-type: none"> <li>Read Policies: Child Protection(S); Code of Conduct, Whistleblowing, Harassment and Bullying; Grievance, Anti-bullying (S) Attendance; Children Looked After (S) Complaints (S) Drugs and substance misuse, Equality and diversity, First aid (including management of medical conditions, intimate care); Health and safety (including school security) (S) ICT including e-safety; Pupil Wellbeing and behaviour policy (S) Use of force and restraint (physical intervention), Leave of Absence</li> </ul>	
<ul style="list-style-type: none"> <li>Allocate line manager in charge of induction</li> </ul>	
<ul style="list-style-type: none"> <li>Receive contract of employment from Herts CC</li> </ul>	
<ul style="list-style-type: none"> <li>Tour of school by team leader</li> </ul>	
<p>Handover meeting/Planning meeting/google docs/</p>	
<b>FIRST MONTH (admin team)</b>	
<ul style="list-style-type: none"> <li>Request security tag and name tag from office staff</li> </ul>	
<ul style="list-style-type: none"> <li>email</li> </ul>	
<ul style="list-style-type: none"> <li>SIMs log in</li> </ul>	
<ul style="list-style-type: none"> <li>Google log in</li> </ul>	
<ul style="list-style-type: none"> <li>Chromebook allocation (teachers only)</li> </ul>	
<ul style="list-style-type: none"> <li>Marvellous Me app log in</li> </ul>	
<ul style="list-style-type: none"> <li>Cpoms log in and training</li> </ul>	
<ul style="list-style-type: none"> <li>Evolve training</li> </ul>	
<p><b>Meeting with Team Leader</b></p>	
<p><b>Staff Handbook</b></p>	
<p>School vision, values and aims</p>	
<p>Staffing structure</p>	

Communication	
Timetable	
<ul style="list-style-type: none"> <li>• Pupil Wellbeing/Anti-bullying Policy</li> </ul>	
<ul style="list-style-type: none"> <li>• Class profile</li> </ul>	
<ul style="list-style-type: none"> <li>• Pupil premium, More Able, EAL</li> </ul>	
<ul style="list-style-type: none"> <li>• PPA arrangements (teachers only)</li> </ul>	
<ul style="list-style-type: none"> <li>• Homework</li> </ul>	
<ul style="list-style-type: none"> <li>• School improvement focuses and whole school initiatives</li> </ul>	
<ul style="list-style-type: none"> <li>• The planning cycle-long/medium/short</li> </ul>	
<b>Meeting with Assessment Leader (Teachers only)</b>	
<ul style="list-style-type: none"> <li>• Assessment policy: Formative assessment (Assessment for learning approaches) Summative assessment (School and statutory procedures, assessments and reports)</li> </ul>	
<ul style="list-style-type: none"> <li>• Assessment cycle ( Curriculum grids, data entry, Progress reviews)</li> </ul>	
<b>Meeting with SEND leader</b>	
<ul style="list-style-type: none"> <li>• Provisions/Provision tracker/ Provision maps</li> <li>• Pen pictures</li> <li>• Talk of the Town/Word Aware</li> <li>• Dyslexia Friendly school</li> </ul>	
Subject expectations guidance in Staff Handbook	
<b>Meeting with DSP</b>	
<ul style="list-style-type: none"> <li>• Child Protection training which includes Child Missing from Education Child Sexual Exploitation Female Genital Mutilation</li> </ul>	
<ul style="list-style-type: none"> <li>• PREVENT Radicalism training (online)</li> </ul>	
<b>Meeting with School Business Manager</b>	
<ul style="list-style-type: none"> <li>• Health and Safety Procedures</li> <li>• Medical Care Plans</li> </ul>	
SIGNED (member of staff)	
SIGNED (Team leader)	
SIGNED (Headteacher)	

